

## Music Achievement Rubric for Knollwood Report Card Grade 4

12/2/2011 6:29 PM

Performance Indicators	Rubric
Understands and uses patterns as related to the five elements of music: rhythm, melody, harmony, form, tone color	3
	Identifies and imitates (call and response) basic patterns: <ul style="list-style-type: none"> <li>• With voice</li> <li>• By clapping</li> <li>• Playing on an instrument</li> </ul> Successfully creates and/or improvises patterns within the musical context <ul style="list-style-type: none"> <li>• Number of beats</li> <li>• Tempo</li> <li>• Form of piece</li> </ul>
	<ul style="list-style-type: none"> <li>• Imitates basic rhythmic patterns</li> <li>• Can reproduce the melody and identify some patterns in common forms</li> </ul>
	1
	<ul style="list-style-type: none"> <li>• Imitates some patterns</li> <li>• Successfully creates and/or improvises patterns within the musical context</li> </ul>
	4
	<ul style="list-style-type: none"> <li>• Identifies, imitates, creates, and/or improvises both basic and more complex patterns according to the musical context</li> </ul>
Practices and performs independently and in a group	3
	Follows rehearsal/performance techniques in classroom: <ul style="list-style-type: none"> <li>• Starts with group</li> <li>• Ends with group</li> <li>• Practices proper posture (sit up straight, feet on floor, etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>• Is silent during production when not singing</li> <li>• Observes musical cues – instrumental, verses, length of notes</li> <li>• Sings audibly</li> <li>• Applies understanding of patterns into an authentic classroom performance</li> </ul>
	<p>2</p> <p>Attempts to follow rehearsal/performance techniques in classroom:</p> <ul style="list-style-type: none"> <li>• Waits for others to start singing/moving/playing before beginning</li> <li>• May continue beyond ending or stop short</li> <li>• Proper posture may not be sustained for an entire performance</li> <li>• Sometimes breaks away from singing mid-performance to socialize</li> <li>• Observes musical cues with added teacher intervention (prompting, modeling)</li> <li>• Sings with uneven volume (not indicated by music)</li> <li>• Follows simple patterns in a classroom performance but may lag behind group</li> </ul>
	<p>1</p> <ul style="list-style-type: none"> <li>• Avoids starting and/or completing assignments</li> </ul>
	<p>4</p> <ul style="list-style-type: none"> <li>• Actively participates in assignments and instruction</li> <li>• Seeks enrichment</li> </ul>